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ABSTRACT

This package is the tenth of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include seven modules which pertain to two role statements. The role statements describe the trainee objectives to demonstrate (1) ability to coordinate activities related to retention of adult students (1 module) and (2) ability to establish short-term (1-2 years) and long-term (5-10 years) followup studies of adult students (6 modules). Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

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ED192140

SKILLS FOR ADULT GUIDANCE EDUCATORS.

Package 10

Retention and Followup of Adult Students

Developed by

the

ADULT EDUCATION PROGRAM

of the

Northwest Regional Educational Laboratory

710 S. W. Second Avenue

Portland, Oregon 97204

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U.S. DEPARTMENT OF HEALTH,
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Introduction

This package addresses the area of retention of adult students and followup studies to determine program effectiveness. These modules may be completed with a minimum of supervision.

The purpose of the Modules 19.1 through 19.6, is to prepare the trainee for writing long- or short-term followup studies. The completion of each module is essential for completion of the subsequent one therefore, it is necessary that they be completed in sequence. The purpose of Module 19.6 is to actually write a report of a followup study. If any trainee feels he/she can conduct a study without completing all other modules, they may do so and complete only Module 19.6.

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Role Statement 18.O

Demonstrate ability to coordinate activities related to retention of adult students

MODULE 18.1

TOPIC

Assist in retention of adult students.

LEARNING OBJECTIVE

The trainee will be aware of personal and school-related problems that cause adult students to drop out and describe possible counseling or guidance techniques to deal with these causes.

RATIONALE

Without a captive audience, teachers of adults are faced more than others with the "drop-out" problem. Varying studies indicate a 25% to 33-1/3% attrition rate in adult education. Clearly, then, a successful adult education program must give emphasis to the retention problem, and trained guidance and counseling people working in adult education may be part of the answer to the problem.

This module deals with preventive (before the fact) dropout techniques rather than follow-up. The trainee must keep in mind that an adult does not owe the school any explanations or apologies for leaving. Many students consider it an invasion of privacy for school personnel to "follow-up" with a letter, visit, or telephone call. Others find it difficult to give the "real reasons." The trainee should not overlook, however, the potential or effective follow-up feedback from willing "ex-students" in formulating preventive techniques.

PREASSESSMENT

Because of the nature of the subject, there are no absolute "good" or "bad" answers to the following questions. The trainee is evaluated on the basis of whether he/she actually knows the prescribed number of reasons adults drop out of school. Knowledge of the Appended Materials will give anyone evaluating the responses to the preassessment a yardstick for measurement. Perhaps the trainee will come up with valid data not mentioned in the resource materials.

- (1) List at least ten non-school-related problems that may make it difficult for a student to attend class regularly or accomplish much when he is there. Physical, economic, and emotional problems should be included in this list.

- (2) List at least ten school-related problems that may make it difficult for a student to make a satisfactory adjustment. Include student's study problems, adjustment to peers and to classroom techniques.
- (3) Being aware of physical, economic, emotional, cultural, and educational problems of adults (as listed in (1) and (2)) suggest at least two techniques a counselor or teacher can use in dealing with the following students:
 - a. The student is very quite and withdrawn. He speaks only when spoken to, never asks for help, does not associate with other students, does not take coffee breaks
 - b. The student dominates class discussions, is very impatient with other students and with the instructor. He demands more than his share of the instructor's attention and has difficulty organizing his study time
 - c. The student is late to arrive, early to leave, appears disinterested and bored—yawns a lot.

LEARNING ACTIVITIES

Learning Activity One

Interview a minimum of three adult educators concerning their methods for putting students at ease in the learning situation, helping students relate to other students and overcoming students' hostility. Record your findings in journal form.

Learning Activity Two

Pool five of six willing students for a "buzz" session concerning difficulties they and other students have in attending school. Explore the obstacles various students had to overcome before enrolling, various reasons that keep them home, and incentives that do, or could, get them to school as often as possible. Ask how they would feel if someone from the school called or wrote them after an absence of several days. List your findings.

Learning Activity Three

After conferring with the above educators and students, read about the adult education dropout in a minimum of three newsletters, periodicals, journals or texts. Refer to the preassessment for a list of resources. Write a paragraph summarizing each reading.

OPTIONAL LEARNING ACTIVITIES

Any of the above learning activities can be repeated using different sources.

Attend two or more sessions of an ABE class and observe any methods or techniques you think the teacher may be using to prevent "drop-outs." Your findings may be presented in note form.

If possible, talk with a minimum of two dropouts of a class setting concerning their reasons for dropping out. List the reasons they cite.

Read the following case studies and suggest techniques an instructor could use to help prevent these students from dropping out.

- a. The student is a veteran getting benefits for attending school. He attends about one quarter of the time, losing part of his pay each month. He reads and comprehends 8th grade level material, but his spelling and grammar skills are probably about comparable to the average third grader's. He spends most of his time at school reading the newspaper, visiting with other students or doodling. He never asks for help. Instructor always has to initiate any exchange between them. He has a six-year-old daughter who is scheduled for her third heart surgery, five other children, and a wife who is very dependent on him for transportation, shopping, etc.
- b. The student is a 38-year-old black male who has a wife and six children ranging in age from 13 to 22. He formerly followed the crops but has been on welfare for the last ten years. He is diabetic and has poor vision. He is extremely suspicious of doctors, preferring faith healers. He's had little previous schooling but has managed to bring his reading level from 4th to 8th grade level during the six months he's been enrolled, in spite of the fact that he's a very silent man, communicating in as few words as possible with fellow students and teachers. Recently due to increasing health and family problems, he has attended school very irregularly and it's possible he may drop out completely.

POSTASSESSMENT

Using the first case as an example, complete the following chart. The middle column should include a minimum of twenty additional school and non-school-related reasons that could cause the students to become dropouts, and the third column should contain at least six additional preventive measures. Refer to preassessment for explanation of acceptable answers.

Student is . . .	Reasons may be . . .	Attempt to . . .
1. Overly shy, does not ask for help, does not visit with other students	Surrounding intimidate student. He is not used to being outside his own peer group	Help student see that others may feel equally shy. Put student with group that may have interests, problems in common
2. Hostile, quick tempered, negative, quick to take offense, critical of materials used, class format, etc.		
3. Ashamed of educational deficiencies, doubtful of his ability to learn, very dependent on instructor		
4. Tired, disinterested, easily distracted, late to arrive, early to leave		

APPENDED MATERIALS

RESOURCES

Berne, Eric. What Do You Say After You Say Hello? New York: Bantam Books, 1972.

Bulpitt, Mildred. "The Adult Student," New Directions for Community Colleges: Understanding Diverse Students, Vol. I, No. 3 (Autumn 1973).

Heath, Douglas H. Humanizing Schools.

Klevins, Chester. Materials and Methods in Adult Education. Canoga Park, California: Klevins Publications, Inc. (1972).

Knowles, Malcolm S. Handbook of Adult Education in the United States. Washington, D. C.: Adult Education Association of U.S.A. (1967).

McElaney, Francis A. "Counseling in Adult Basic Education Programs," Adult Leadership, Vol. 15 (September 1966).

Miller, Harry L. Teaching and Learning in Adult Education. New York: Macmillan (1969).

National Association for Public Continuing and Adult Education. "Your Students as Human Beings," Techniques for Teachers of Adults, Vol. XIII, No. 3 (December 1972).

Smith, Robert M. Handbook of Adult Education. New York: Macmillan (1970).

Vitro, Frank T. "Implications of Self-Concept Theory for Education of the 'Total Adult'," Adult Leadership, Vol. 20, No. 2 (June 1971).

STUDENTS ARE OUR BUSINESS . . .

Adult students come to school because they have definite needs and those needs are met through a desirable atmosphere for learning. The adult will stay in class only if the teacher appreciates his individuality, understands his unique problems and interests and gives him opportunities to participate and not merely listen.

The teacher holds these keys to the doors that open to desirable learning experiences:

1. Know why the student enrolls in the program and make sure he understands materials and general plan in reaching his specific goals. Allow the student to be a part in organizing his program
2. Create a pleasant and friendly atmosphere with the student. Move around the room at all times making yourself available when the student needs help. If a teacher looks busy at a desk the student is reluctant to ask him for help. Any preparation of materials etc., should be done before or after student hours. The time between 9:00 and 3:00 belongs to the student
3. Make yourself available at all times to discuss academic problems a student may be having. Avoid any involvement in personal problems but when there is a problem of this kind show concern and suggest that he talk with a counselor
4. Be a good listener. The student will enjoy and receive more from the course if he actively participates in discussions with the teacher acting as a leader and coordinator. The key to student participation can not be turned if the teacher does all the talking
5. Know your student! Be able to call him by name and learn to know his background (without being personal). What are his interests and experiences? One of the most precious ingredients that the adult brings to the classroom is experience. Build on the knowledge that he has, but not on the amount he does not have
6. An adult brings all his emotions with him. Just because he appears to have his emotions under control and presents no discipline problems does not mean he is unaffected by all that goes on about him. He must feel a sense of accomplishment toward his goal after every class

7. Frosting on the cake can be provided by mini-classes, films, Consumer Education and Family Life programs. These give excellent opportunities for students to interact and contribute. WARNING! Many students are embarrassed if called upon in class. Let students volunteer information. The greatest rewards come when students do feel comfortable to contribute. Let that be a principle goal of mini-classes
8. Become familiar with all materials and how to use them. When a student is given new material be sure he knows how to use it and what the material will do for him.

Each teacher is expected to use the objectives which have been developed, learn what they are, and how to use them

TO SUMMARIZE:

Know your student

Know what he is doing

Know his goals and be a dependable, friendly guide

Let him make decisions

Edith Canfield
Adult Learning Center
1974

Role Statement 19.O

Demonstrate ability to establish short-term (1-2 years) and long-term (5-10 years) followup studies of adult students

GLOSSARY OF TERMS FOR MODULES 19.1 - 19.6

FOLLOW-UP TECHNIQUES: Ways of recontacting the subjects in a study who have failed to respond to an initial communication.

HISTOGRAM: A graphical representation of statistical data constructed by representing grouped observations on a horizontal scale, frequencies on a vertical scale, and drawing rectangles whose bases equal the class interval and heights are determined by the corresponding class frequencies.

LETTER OF TRANSMITTAL: A cover letter accompanying a questionnaire which communicates the reasons why the study is being done and what the subject is supposed or expected to do.

MEAN: Simple arithmetic average of a set of numbers. The sum of a set of numbers divided by n . Description of central tendency.

MEDIAN: Measure of central tendency which describes the point at which exactly one-half of the distribution lies on either side.

OBJECTIVE: Specific statement which tells the exact information being solicited.

POPULATION: All members of a real or hypothetical set of persons, events, or objects.

PRE-TESTING THE QUESTIONNAIRE: Where a group of subjects much like those to be used in the study sample are given the questionnaire to respond to. It is a trial run to see how the questionnaire is treated.

REVIEW OF LITERATURE: It is an attempt to discover relevant material published in the problem area under study. It may help delineate the problem area, providing understanding and background information as well as provide help in ways of approaching the problem and gathering information.

SAMPLE: Groups of representative individuals selected from a population for the purpose of making inferences about or estimates of certain population facts.

SIMPLE RANDOM SAMPLING: Where all individuals in a defined population have equal chances of being selected as a member of the sample. The selection of one individual does not affect the selection of another individual in any way.

SYSTEMATIC SAMPLING: A prerequisite to systematic sampling is that the subjects are already placed on a list in random order. In this method, the number of subjects in the population is divided by the number of subjects needed in the sample arriving at a quotient. Then the researcher selects at random a number smaller than the quotient. Using that number, he selects every nth name from the population list to be included in the sample.

STRATIFIED SAMPLING: Procedure which assures that the sample will be representative of the population in terms of certain critical factors that have been used as well as adequate cases for sub-group analysis. The population is divided into sub-groups or strata.

(Author's Note: Special thanks to Shannon Moffitt and LaRee Brower for use of parts of their Master's Theses included in the Appended Materials for Modules 19.1 through 19.6.)

MODULE 19.1

TOPIC

Construct a statement of purpose and review of literature for followup studies.

LEARNING OBJECTIVE

From a general problem statement for a proposed followup study, the trainee will: (a) write a specific statement of purpose, and (b) complete an initial review of literature.

RATIONALE

A followup study is designed to gather information and may serve numerous purposes. It is most commonly used for program evaluation. For example, a counselor or adult education program may be interested in determining such things as: where its graduates are currently employed; how satisfied they are with their jobs; what their salary is; how many jobs they have held since program completion; what aspects of the program have helped them most and least in their current job. Knowledge of this type can assist programs in evaluating their success, determining where improvement is needed, etc.

Another function of a followup study might include assessing the needs of a community to determine whether an alcoholism program would be useful, whether a crisis intervention program is fulfilling its purposes, how welfare clients view their social workers, how an employment agency may improve its services.

In order for a followup study to be useful, one must specify a problem or purpose which is sufficiently broad to encompass meaningful information, yet narrow enough to be studied thoroughly. Only when one specifies precisely what it is he wishes to investigate and learn from the study can he proceed. An additional guide is provided when a review of pertinent literature is conducted. Not only does it provide background information in the problem area, it may also provide insight as to methods which might be useful in gathering and analyzing data.

PREASSESSMENT

- (1) From discussion with your supervisor, choose an area of interest which demonstrates that a followup study should be conducted. Construct a specific statement of purpose for your proposed study.

- (2) Conduct and write a review of current pertinent literature relative to your statement of purpose.

The trainee will obtain an average score of 2 or above on a scale of 1 to 3 on each of the following as evaluated by the supervisor. (See Criteria for Evaluation of Statement of Purpose and Review of Literature scale following Postassessment.)

- a. Is information provided on the magnitude of the problem?
- b. Is the problem area of the study clearly defined?
- c. Is the validity of importance of doing the study established?
- d. Are there less than three major purposes which are confined to narrow limits?
- e. Are the statements of purpose well-defined, concise, and to the point?
- f. Are the references cited in the review of literature current?
- g. Are the references in the review relative and pertinent to the current study?
- h. Is the review of literature well-organized and in consistent form?

LEARNING ACTIVITIES

Learning Activity One

Read at least two of the following suggested references:

Borg, Walter, and Meredith G. Gall. Educational Research: An Introduction. 2d. ed., New York: David McKay Co., Inc., 1971, pp. 36-46, 64-91, 413-419.

Campbell, William G. Form and Style in Thesis Writing. 3d. ed., Boston: Houghton Mifflin Co., 1969, pp. 1-6.

Fox, David J. The Research Process in Education. New York: Holt, Rinehart and Winston, Inc., 1969, pp. 30-41, 111-120, 725-726.

Turabian, Kate L. Student's Guide for Writing College Papers. Chicago: The University of Chicago Press, 1963, pp. 1-62.

Note: These references can be found or ordered in any college or commercial bookstore or obtained through inter-library loan if not available in your library.

POSTASSESSMENT

Complete the Preassessment.

CRITERIA FOR EVALUATION OF
STATEMENT OF PURPOSE AND REVIEW OF LITERATURE

	3 <u>Very Good</u>	2 <u>Average</u>	1 <u>Poor</u>
a. Is information provided on the magnitude of the problem?	_____	_____	_____
b. Is the problem area of the study clearly defined?	_____	_____	_____
c. Is the validity of importance of doing the study established?	_____	_____	_____
d. Are there less than three major purposes which are confined to narrow limits?	_____	_____	_____
e. Are the statements of purpose well-defined, concise, and to the point?	_____	_____	_____
f. Are the references cited in the review of literature current?	_____	_____	_____
g. Are the references in the review of literature relative and pertinent to the current study?	_____	_____	_____
h. Is the review of literature well-organized and in consistent form?	_____	_____	_____

APPENDED MATERIALS

EXAMPLE OF STATEMENT OF PURPOSE

Drug abuse is a growing national problem. Today the problem is not only in the adult population and in the slum areas, but also, increasingly, in the junior high and senior high school age group and in the middle and upper-class neighborhoods. Estimates and controlled surveys indicate there may be as many as twenty million users of marijuana in the country.

Whatever the size or scope of the drug problem, it is clear that the schools are expected to lead the way to its solution. Many states require drug education programs at the junior and senior high school levels and have prepared state curriculum guides for use in the classroom. In order to determine the best method of drug education, the following study was conducted.

The major purposes of this study are:

1. To determine the attitudes of a group of twelfth-grade students
2. To see if a well-planned six-week drug education program could change the attitudes of those students to whom the program was presented

EXAMPLE OF STATEMENT OF PURPOSE

Self-evaluation is becoming an increasingly important tool in shaping improvements in educational programs. With the advanced technical nature of our society, people are demanding more precise measures of what the educational process is accomplishing. Evaluation can be approached with a variety of methods such as: teacher evaluation, curriculum studies, or opinions of former students. This study will use opinions of former students as the tool for evaluation.

As a program develops, it becomes impossible to measure its progress without some evaluation taking place. The purposes of this study are to:

1. Contact all graduates in the Counselor Education Department for the years 1960 through 1970
2. Determine where curriculum changes may be needed in the Counselor Education Department

EXAMPLE OF REVIEW OF LITERATURE

Robert Elliott emphasizes five essentials in setting up a drug education program:

1. Emphasize people not drugs
2. The course should be taught in the school by school personnel
3. Let the students discuss the subject
4. Provide alternatives
5. The approach must be varied and community-wide

A program on drugs should be based on self-instruction. It is important to present and discuss valid facts, but the student needs to have an understanding and an insight into himself, his needs, and motives before drug facts can be useful to him personally. The student should have the opportunity to discuss all aspects of the subject. Facts will be more meaningful if the student discovers them himself. (1)

Some educators believe the best approach is through small group therapy. A series of "encounter" sessions involving a group of students who had been using drugs was praised by the parents for its effect on their youth. A guidance counselor sponsored the group which met once a week for a year. One condition for admission was that the student admit to his parents that he was using drugs. The leader felt that the admission restored a degree of self-respect to the students and that the honesty became a kind of bond between individuals. (2)

Elliot, Robert. "Narcotics: A New Area of Secondary School Responsibility," The North Central Association, 44:329-334, Spring 1970.

Miller, Theodore J. "Drug Abuse: Schools Find Some Answers," School Management, April 1970, p. 28.

EXAMPLE OF REVIEW OF LITERATURE

According to John M. Whitely the content of Counselor Education Programs include some type of introductory course to counseling and guidance. Many counselor candidates have developed "theory aversion," a distaste for a program based on theory alone. Some programs are following a trend of combining theory with supervised practice or becoming quite important in many Counselor Education Programs. (2)

With a discussion of content in Counselor Education we must discuss the implications of new technology. A committee report on the "Implications of New Technology for Counselor Education" had the responsibility of exploring and providing information pertaining to the methods and technology that are being used in the education of counselors. (1)

Common in many Counselor Education Departments was sensitivity training, micro-teaching units, team counseling, micro-counseling and attending behavior. Most colleges and universities have gone from a non-course oriented program to a core-curriculum approach. Many departments are installing computer information systems. This is particularly good in disseminating vocational information. A group technology approach has been important in getting to know the kind of person the counselor is and how he can be most effective.

- (1) A Committee Report. "Implications of New Technology for Counselor Education," ED-030-898. (Microfilm)
- (2) Whitely, John M. "Counselor Education. A Critical Review of the Literature, 1965-1968," ED-026-674. (Microfilm)

MODULE 19.2

TOPIC

Construct study objectives and questionnaire.

LEARNING OBJECTIVE

Given the specific statement of purpose developed in Module 19.1, the trainee will: (a) develop a set of objectives, and (b) develop a questionnaire based upon those objectives.

RATIONALE

The information obtained in followup studies is most often gathered through use of a questionnaire. One should develop a set of objectives at the outset of a study. These objectives should state specifically and in detail exactly what information is needed. A questionnaire is then developed from these objectives with the questions formulated so as to elicit the required information. Unless these steps are completed the individual will have difficulty in knowing how to analyze the results obtained. Sifting through voluminous information from a poorly thought-out questionnaire is an unnecessary task.

PREASSESSMENT

- (1) For what reasons do you think it necessary to formulate objectives before developing a questionnaire for followup studies?
- (2) Explain the importance of the following in relation to the evaluation criteria listed at the end of the Preassessment:
 - a. The form of the question (open or closed)
 - b. Psychologically threatening questions
 - c. Elimination of leading questions
 - d. The inclusion of more than one question for each specific objective
- (3) Formulate a minimum of five specific objectives from the Statement of Purpose you developed in Module 19.1.
- (4) Based upon your objectives, construct a questionnaire.

Criteria for Evaluation: The trainee will obtain an average score of 2 or above on a scale of 1 to 3 on each of the following criteria as evaluated by your supervisor. (See Criteria for Evaluation of Objectives and Questionnaire following Postassessment.)

- a. Do the objectives contain "action" verbs such as: to determine, to obtain, to gain, to gather
- b. Are the objectives directly related to the purpose(s) of the study?
- c. Do the objectives sufficiently cover the proposed topic of study?
- d. Are the objectives explicit to the point of defining exactly what the study will contain?
- e. Are the questions specific in relation to the objectives?
- f. Are the questions easily understood?
- g. Is the form (open or closed) of each question appropriate for the required response?
- h. Will the responses be easily quantified?
- i. Could any of the questions create undue psychological stress for the respondent?
- j. Are leading questions kept to a minimum?
- k. Do the questions sufficiently cover the survey objectives?

LEARNING ACTIVITIES

Learning Activity One

Read at least two of the following suggested references:

Borg, Walter and Meredith G. Gall. Educational Research: An Introduction, 2d. ed., New York: David McKay Co., Inc., 1971, pp. 195-203.

Fox, David J. The Research Process in Education. New York: Holt, Rinehart, and Winston, Inc., 1969, pp. 548-569.

Nett, Roger and Gideon Sjorberg. A Methodology for Social Research. New York: Harper and Row, 1968, pp. 193-211.

Learning Activity Two

Read the following self-instruction book:

Mager, Robert F. Preparing Instructional Objectives. Belmont, California: Fearon Publishers, 1962.

Note: The above references can be found or ordered in any college or commercial bookstore or can be obtained through inter-library loan if not available in your library.

Learning Activity Three

From the reading material in Learning Activity One, find out the advantages and disadvantages of the closed form (multiple choice) of questions as well as the open form (essay).

Learning Activity Four

Obtain at least two questionnaires from your supervisor, library or other source and evaluate according to the evaluation scale given in the Preassessment.

Learning Activity Five

Write a set of objectives for your proposed study.

Learning Activity Six

Develop a questionnaire to obtain the information necessary for your study.

POSTASSESSMENT

Complete the Preassessment.

CRITERIA FOR EVALUATION OF
OBJECTIVES AND QUESTIONNAIRE

	3 <u>Very Good</u>	2 <u>Average</u>	1 <u>Poor</u>
a. Do the objectives contain "action" verbs such as: to determine, to obtain, to gain, to gather?	_____	_____	_____
b. Are the objectives directly related to the purpose(s) of the study?	_____	_____	_____
c. Do the objectives sufficiently cover the proposed topic of study?	_____	_____	_____
d. Are the objectives explicit to the point of defining exactly what the study will contain?	_____	_____	_____
e. Are the questions specific in relation to the objectives?	_____	_____	_____
f. Are the questions easily understood?	_____	_____	_____
g. Is the form (open or closed) of each question appropriate for the required response?	_____	_____	_____
h. Will the responses be easily quantified?	_____	_____	_____
i. Could any of the questions create undue psychological stress for the respondent?	_____	_____	_____

APPENDED MATERIALS

EXAMPLE OF STUDY OBJECTIVES

The objectives of this study are:

1. To determine what drugs the students think are not dangerous
2. To determine if the students think marijuana should be legalized
3. To determine whether students think there are long-range effects from certain drugs
4. To determine if students think certain drugs can cause a person to become dependent on them
5. To determine if students think there is a relationship between drug use and violence
6. To determine whether a drug education program can effect an attitude change in students

ATTITUDE SCALE

Read each statement carefully. Decide how much you, personally, agree or disagree. Circle just one answer for each statement.

1. If a person is careful, he doesn't have to be afraid of experimenting with drugs.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

2. Using marijuana ("pot" or "grass") can cause unpleasant experiences.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

3. Because heroin use leads to a feeling of well-being and decreased awareness of one's problems, heroin users rarely engage in criminal activity.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

4. Barbiturates ("goof balls") and amphetamines ("pep pills") are mind drugs which aren't very dangerous.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

5. The arguments that marijuana should be legalized are wrong. Marijuana may be harmful and we need laws against its use.
- Strongly Agree Agree Uncertain Disagree Strongly Disagree
6. As long as the individual drug abuser isn't hurting anyone else, the police and courts should let people do what they want about drugs.
- Strongly Agree Agree Uncertain Disagree Strongly Disagree
7. No long-range effects of the use of LSD ("acid") are known.
- Strongly Agree Agree Uncertain Disagree Strongly Disagree
8. The punishment for people who sell or give drugs to teenagers is usually too harsh.
- Strongly Agree Agree Uncertain Disagree Strongly Disagree
9. Marijuana is one of the safer drugs and users are never treated in hospitals.
- Strongly Agree Agree Uncertain Disagree Strongly Disagree
10. It is easy for most drug users to stop taking drugs such as narcotics (example: heroin, morphine) before they become dependent on them.
- Strongly Agree Agree Uncertain Disagree Strongly Disagree
11. Drug abuse is an overrated problem which really affects only a few people.
- Strongly Agree Agree Uncertain Disagree Strongly Disagree
12. Our present drug control methods are too harsh and unfair; they need to be changed immediately.
- Strongly Agree Agree Uncertain Disagree Strongly Disagree
13. "Pep pills" (amphetamines) when used to stay awake for an exam are not ever dangerous.
- Strongly Agree Agree Uncertain Disagree Strongly Disagree

14. There should be as little government regulation of drug distribution and use as possible.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

15. Heroin is a very pure chemical which experienced users can safely use to get just the right dose.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

16. I might be tempted to use drugs such as marijuana or "pep pills" if others in the crowd were doing it.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

17. Smoking marijuana is an excellent way to increase one's understanding of the world about him.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

18. If I felt I had a drug problem I would probably seek professional help.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

19. People with very stable personalities never experience bad effects after taking LSD.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

20. There is a relation between the use of marijuana and the commission of some acts of violence.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

EXAMPLE OF STUDY OBJECTIVES

The objectives of this study are:

1. To contact all graduates of the Counselor Education Program for the years 1960 through 1970
2. To determine what aspects of the Program best prepared students for field
3. To assess the quality of classroom instruction
4. To assess the value of personal contact between student and Professor
5. To determine what aspects of the Program were most helpful in their current job
6. To determine which aspects of the Program were least helpful in their current job
7. To determine what kinds of jobs are most often held by Program graduates
8. To determine how many graduates have continued in post-graduate work

EXAMPLE OF STUDY QUESTIONNAIRE

1. Position _____
(e.g., counselor, teacher, etc.)
2. Please check the professional organizations of which you are
☐ National Education Association
☐ Local education association
☐ American Personnel and Guidance Association
☐ American School Counselor Association
☐ National Vocational Guidance Association
☐ American College Personnel Association
☐ Student Personnel Association for Teacher Education
☐ Association for Counselor Education and Supervision
☐ State Guidance Association
☐ Local or county guidance association
☐ Others: (Please list)

3. How many semester hours of college or university work have you completed since the master's degree was granted? _____
4. How would you evaluate the following aspects of your master's program at Idaho State University? (Code: VP-Very Poor; P-Poor; F-Fair; G-Good; E-Excellent.)
- | | | | | | |
|---|----|---|---|---|---|
| a. classroom instruction | VP | P | F | C | E |
| b. availability of conferences with instructors | VP | P | F | C | E |
| c. quality of conferences with instructors | VP | P | F | C | E |
5. How would you evaluate your master's program at Idaho State University in preparing you in your field: (Code: N-not part of your program).
- | | | | | | | |
|--|---|----|---|---|---|---|
| a. Guidance principles and practices | N | VP | P | F | G | E |
| b. Theories and techniques of counseling | N | VP | P | F | G | E |
| c. Statistics | N | VP | P | F | G | E |
| d. Research and writing | N | VP | P | F | G | E |
| e. Psychological tests and measurements | N | VP | P | F | G | E |
| f. Vocational guidance | N | VP | P | F | G | E |
| g. Student personnel | N | VP | P | F | G | E |
| h. Group Procedures | N | VP | P | F | G | E |
| i. Practicum in counseling | N | VP | P | F | G | E |
| j. Seminar | N | VP | P | F | G | E |
6. How would you evaluate your master's program at Idaho State University as to the quality of instruction?
- | | | | | | | |
|--|---|----|---|---|---|---|
| a. Guidance principles and practices | N | VP | P | F | G | E |
| b. Theories and techniques of counseling | N | VP | P | F | G | E |
| c. Statistics | N | VP | P | F | G | E |
| d. Research and writing | N | VP | P | F | G | E |
| e. Psychological tests and measurements | N | VP | P | F | G | E |
| f. Vocational guidance | N | VP | P | F | G | E |
| g. Student personnel | N | VP | P | F | G | E |
| h. Group procedures | N | VP | P | F | G | E |
| i. Practicum in counseling | N | VP | P | F | G | E |
| j. Seminar | N | VP | P | F | G | E |
7. What aspect(s) of your program (personal contact with staff, course work, contact with fellow students, experiences such as practicum) were of most value to you? _____
- _____
- _____

8. What aspect(s) (refer to question 7) were of little or no value to your program? _____

9. If you are presently employed in education, at what level are the students for whom you are responsible? (Check those that apply)

_____ Elementary
_____ Secondary School
_____ Undergraduate college
_____ Graduate college

MODULE 19.3

TOPIC

Learn sampling techniques.

LEARNING OBJECTIVE

Given the specific statement of purpose and objectives developed in Modules 19.1 and 19.2, the trainee will develop an appropriate sampling techniques, minimizing the chance for error.

RATIONALE

The purpose of sampling a portion of a population instead of the entire population is that it saves the researcher time and money. Many times, the large number in the population makes a complete survey prohibitive. The method by which you select your sample and gather your data is critical. In order for the results of the study to be of value, the results obtained from the sample must be generalizable to the population from which it was drawn. To insure this, one must be sure that his sample is representative of the population and this is accomplished through proper sampling technique.

PREASSESSMENT

- (1) Explain the differences between a population and a sample.
- (2)
 - a. Give three instances of studies where it would be appropriate to survey an entire population
 - b. Give three instances of studies where it would not be appropriate to sample an entire population
- (3) Explain and give two examples using each of the following:
 - a. Simple random sampling
 - b. Systematic sampling
 - c. Stratified random sampling
- (4) Give three examples of how error might be introduced into a study by sampling techniques.
- (5) Describe in writing the sampling technique to be used in your proposed study, then select the sample.

Criteria for Evaluation: The trainee will obtain an average score of 2 or above on a scale of 1 to 3 on each of the following as evaluated by your supervisor. (See Criteria for Evaluation of Sampling Techniques following Postassessment.)

- a. Was the decision to survey the population or a sample of the population made correctly?
- b. Was the sampling technique (simple, systematic, stratified) appropriate? (If applicable.)
- c. Was the selected technique carried out adequately? (e.g., were the chances of error and biases occurring minimized?)
- d. Did the sampling technique allow for analysis of sub-groups? (If applicable.)
- e. Was the sample large enough to allow for non-respondents?
- f. Was the sample large enough from which to draw conclusions and generalizations?
- g. Was the sample selected appropriate for the proposed study?

LEARNING ACTIVITIES

Learning Activity One

Read at least two of the following suggested references:

Borg, Walter and Meredith G. Gall. Educational Research: An Introduction. 2d. ed., New York: David McKay Co., Inc., 1971, pp. 114-130, 196-197.

Fox, David J. The Research Process in Education. New York: Holt, Rinehart, and Winston, Inc., 1969, pp. 12-19, 63-66, 319-351.

Nett, Roger and Gideon Sjørberg. A Methodology for Social Research. New York: Harper and Row, 1968, pp. 130-131, 144-159, 278-284.

Note: The above references can be found in any college or commercial bookstore or obtained through inter-library loan if not available in your library.

Learning Activity Two

Through the use of these resources or others, find out what determines when to sample an entire population and when to take a sample of the population.

Learning Activity Three

Through use of these resource books or journals or professional individuals, determine as many ways as possible that error might be introduced into a study by the sampling technique.

Learning Activity Four

Make up several examples of prospective studies and describe how each of three sampling techniques could be employed. Include simple random, stratified random, and systematic sampling. Discuss your examples with your supervisor or any individual who is familiar with research techniques.

Learning Activity Five

Describe in writing the sampling technique to be used in your proposed study, then select the sample.

OPTIONAL LEARNING ACTIVITIES

Obtain several examples of followup studies from a library or your supervisor and evaluate them according to the criteria given in the Learning Objective. Look for good techniques as well as those which could introduce error.

POSTASSESSMENT

Complete the Preassessment.

CRITERIA FOR EVALUATION OF SAMPLING TECHNIQUE

	3 <u>Very Good</u>	2 <u>Average</u>	1 <u>Poor</u>
a. Was the decision to survey the population or a sample of the population made correctly:	_____	_____	_____
b. Was the sampling technique (simple, systematic, stratified) appropriate? (If applicable.)	_____	_____	_____
c. Was the selected technique carried out adequately? (e.g., were the chances of error and biases occurring minimized?)	_____	_____	_____
d. Did the sampling technique allow for analysis of sub-groups? (If applicable.)	_____	_____	_____
e. Was the sample large enough to allow for non-respondents?	_____	_____	_____
f. Was the sample large enough from which to draw conclusions and generalizations?	_____	_____	_____
g. Was the sample selected appropriate for the proposed study?	_____	_____	_____
h. Are leading questions kept to a minimum?	_____	_____	_____
i. Do the questions sufficiently cover the survey objectives?	_____	_____	_____

APPENDED MATERIALS

EXAMPLE OF SAMPLING TECHNIQUE

The sample was selected for this study from all graduates of the Counselor Education Program at Idaho State University between the years of 1960 and 1970. The names of the graduates were assigned numbers; then through the use of a table of random numbers, one hundred subjects were selected to participate in the study.

MODULE 19.4

TOPIC

Learn data gathering process.

LEARNING OBJECTIVE

Given the specific statement of purpose for a followup study developed in Module 19.1, the trainee will write a letter of transmittal containing all essential components, as well as complete: (a) the pretesting, (b) the distribution of the letter to the sample selected in Module 19.3, and (c) the followup steps of the process.

RATIONALE

A major problem in doing a questionnaire follow-up is getting sufficient enough response upon which to base general conclusions. As the individual becomes more proficient in gathering data, the chances of a high return increase.

PREASSESSMENT

- (1) Below are the three steps involved in the data gathering process:
 - a. Pretesting the questionnaire
 - b. Letter of transmittal
 - c. Followup techniques
 1. Explain the purpose of each of the steps
 2. Explain possible techniques in following up questionnaires which have not been returned
- (2) Using the statement of purpose developed in Module 19.1:
 - a. Pretest the questionnaire developed in Module 19.2
 - b. Write a letter of transmittal to the sample of subjects you selected in Module 19.3
 - c. If necessary, implement followup techniques

Criteria for Evaluation: The trainee will obtain an average score of 2 or above on a scale of 1 to 3 on each of the following as evaluated by your supervisor. (See Criteria for Evaluation of Data Gathering Procedures following Postassessment.)

- a. Was the pretest population similar to project population?
- b. Did the pretest questionnaire provide space and elicit respondent comments about the questionnaire?
- c. Were the administration of the pretest sample and the project sample the same?
- d. Was the number sampled in the pretest adequate for testing?
- e. If the percentage of respondents to the pretest was less than 75%, were major revisions in the questionnaire or its administration made?
- f. Did the letter of transmittal give good reasons for the subjects in the sample to complete and return the questionnaire?
- g. Were the purposes for doing the study briefly outlined in the letter?
- h. Did the letter convey the information given in such a way as to make the subject feel that the study and his part in the study were important?
- i. Was there a time limit set on date of questionnaire returns?
- j. Did the deadline date for questionnaire returns give the subjects sufficient time to complete it? (Usually one week plus mailing time.)
- k. Was it convenient for the subject to reply (e.g., via a stamped, self-addressed envelope)?
- l. Were the letter of transmittal and the questionnaire neat and legible?
- m. Was a followup letter and another copy of the questionnaire sent to non-respondents a few days after the time limit for returns passed?
- n. Did the followup letter convey your confidence in his returning the questionnaire and re-emphasize the importance of the study?
- o. If less than 75% responded to the initial and followup letters, did the trainee try a different approach (e.g., telephone, certified letter)?

LEARNING ACTIVITIES

Learning Activity One

Read any two of the following suggested references:

Borg, Walter R. and Meredith G. Gall. Educational Research: An Introduction, 2d. ed., New York: David McKay Co., Inc., 1971, pp. 203-210.

Eckland, B. K. "Effects of Prodding to Increase Mail-Back Returns." Journal of Applied Psychology, 49:165-169, 1965.

"Small Sample Techniques," NEA Research Bulletin, 38:102, 1960.

Note: The above references can be found in any college or commercial bookstore or obtained through inter-library loan if not available in your library.

Learning Activity Two

Read at least two articles, theses, or dissertations, and evaluate the data gathering process used by the author using the criteria listed in the Preassessment.

Learning Activity Three

Using the statement of purpose developed in Module 19.1:

- a. Pretest the questionnaire developed in Module 19.2
- b. Write a letter of transmittal to the sample of subjects you selected in Module 19.3
- c. Distribute the questionnaire to your sample
- d. If necessary, implement followup techniques

POSTASSESSMENT

Complete the Preassessment.

CRITERIA FOR EVALUATION
OF DATA-GATHERING PROCEDURES

	3 <u>Very Good</u>	2 <u>Average</u>	1 <u>Poor</u>
a. Was the pretest population similar to project population?	_____	_____	_____
b. Did the pretest questionnaire provide space and elicit respondent comments about the questionnaire?	_____	_____	_____
c. Were the administration techniques of the pretest sample and the project sample the same?	_____	_____	_____
d. Was the number sampled in the pretest adequate for testing?	_____	_____	_____
e. If the percentage of respondents to the pretest was less than 75%, were major revisions in the questionnaire or its administration made?	_____	_____	_____
f. Did the letter of transmittal give good reasons for the subjects in the sample to complete and return the questionnaire?	_____	_____	_____
g. Were the purposes for doing the study briefly outlined in the letter?	_____	_____	_____
h. Did the letter convey the information given in such a way as to make the subject feel that the study and his part in the study were important?	_____	_____	_____
i. Was there a time limit set on date of questionnaire return?	_____	_____	_____

- | | | | | |
|----|---|-------|-------|-------|
| j. | Did the deadline date for questionnaire returns give the subjects sufficient time to complete it? (Usually one week plus mailing time.) | _____ | _____ | _____ |
| k. | Was it convenient for the subject to reply (e.g., via a stamped, self-addressed envelope)? | _____ | _____ | _____ |
| l. | Were the letters of transmittal and the questionnaire neat and legible? | _____ | _____ | _____ |
| m. | Was a followup letter and another copy of the questionnaire sent to non-respondents a few days after the time limit for returns passed? | _____ | _____ | _____ |
| n. | Did the followup letter convey your confidence in his returning the questionnaire and reemphasize the importance of the study? | _____ | _____ | _____ |
| o. | If less than 75% responded to the initial and followup letters, did the trainee try a different approach (e.g., telephone, certified letter)? | _____ | _____ | _____ |

APPENDED MATERIALS

EXAMPLE OF LETTER OF TRANSMITTAL

Idaho State University
Pocatello, Idaho
83201

Dear Alumnus:

The Department of Counselor Education and Special Education at Idaho State University is sponsoring a followup study of the students completing graduate programs. This study is designed to meet two needs. It will serve in helping us evaluate and improve our programs, and also the data will be analyzed and developed into a Master's degree thesis.

It is sincerely hoped that you may find a few minutes to supply the information and opinions requested in this questionnaire. All data throughout the study will be treated as confidential. Only the graduate student conducting the study will see the names, and these will be used only to identify the papers for followup.

Your cooperation in this project will be greatly appreciated.

Sincerely yours,

MODULE 19.5

TOPIC

Learn analysis of data.

LEARNING OBJECTIVE

From the results of the data collected in Module 19.4, the trainee will: (a) tabulate the collected data, (b) determine the type of statistic appropriate for evaluating the data, and (c) complete the computations necessary for analyzing the data.

RATIONALE

After the data has been collected, it must be organized in such a way that appropriate analytic techniques can be applied. The computations using these techniques as well as charts, tables, and graphs, provides a good overall picture and sufficient information can be conveyed. The results can then be generalized to the population from which the original sample was drawn.

PREASSESSMENT

- (1) Tabulate and make histograms for the data you collected in Module 19.4.
- (2) Using either the Mean or the Median, compute the measure of central tendency which best describes the various aspects of the data.
- (3) If applicable, further analyze the data by using percentages or percentiles.
- (4) Accompany all above data with the appropriate visual charts, tables, or graphs.

Criteria for Evaluation: The trainee will obtain an average score of 2 or above on a scale of 1 to 3 on each of the following as evaluated by your supervisor. (See Criteria for Evaluation of Data Analysis following Postassessment.)

- a. Based upon the data, were bar charts, histograms, or frequency polygons accurately and neatly drawn?
- b. Based upon the frequency distribution, was the appropriate measure of central tendency selected? (If appropriate.)

- c. Was the data grouped into between six and 15 classes?
- d. Was the data grouped in such a manner as to accommodate all the data? (Make sure the extreme values fall within a class and that no value falls between classes.)
- e. Was the possibility of any value falling into more than one class avoided?
- f. Were the class intervals of equal length (i.e., 1-5, 6-10, 11-15, or 0 - 9, 10-19, 20-29)?
- g. Were both frequency and the cumulative frequency represented?
- h. If needed, were percentages or percentiles calculated?
- i. Was the data analyzed as completely as possible?
- j. Were all calculations computed correctly?

LEARNING ACTIVITIES

Learning Activity One

Read the following:

Blommers, Paul and E. F. Lindquist. Elementary Statistical Methods in Psychology and Education. Boston: Houghton Mifflin Co., 1960, pp. 3-133.

Borg, Walter and Meredith G. Gall. Educational Research: An Introduction. 2d. ed., New York: David McKay Co., Inc., 1971, pp. 272-362.

Downie, N. M. and R. W. Heath. Basic Statistical Methods. New York: Harper and Row, 1959, pp. 10-39.

Freund, John E. Modern Elementary Statistics. 4th. ed., Englewood Cliffs, N. J., Prentice Hall, 1973, pp. 9-62.

Tate, Merle E. Statistics in Education. New York: MacMillan Co., 1964, pp. 1-115.

Note: The above references can be found in any college or commercial bookstore or obtained through inter-library loan if not available in your library.

POSTASSESSMENT

Complete the Preassessment.

CRITERIA FOR EVALUATION
OF DATA ANALYSIS

	3 <u>Very Good</u>	2 <u>Average</u>	1 <u>Poor</u>
a. Based upon the data, were bar charts, histograms, or frequency polygons accurately and neatly drawn?	_____	_____	_____
b. Based upon the frequency distribution, was the appropriate measure of central tendency selected? (If appropriate.)	_____	_____	_____
c. Was the data grouped into between six and 15 classes?	_____	_____	_____
d. Was the data grouped in such a manner as to accommodate all the data? (Make sure the extreme values fall within a class and that no value falls between classes.)	_____	_____	_____
e. Was the possibility of any value falling into more than one class avoided?	_____	_____	_____
f. Were the class intervals of equal length? (i.e., 1-5, 6-10, 11-15, . . . 0-9, 10-19, 20-29, . . .)	_____	_____	_____
g. Were both frequency and the cumulative frequency represented?	_____	_____	_____
h. If needed were percentages, or percentiles calculated?	_____	_____	_____

i. Was the data analyzed as
completely as possible?

j. Were all calculations
computed correctly?

APPENDED MATERIALS

EXAMPLE OF DATA ANALYSIS

Table 2 indicates that 39% of the study group disagreed with the statement on the pretest compared to 29% on the posttest. There was an apparent shift toward the uncertain category by the study group. Comparison group percentages show that 62 percent disagreed with the statement on the pretest. There were no percentage changes shown in any category on the posttest.

Table 2

Item 1: If a person is careful, he doesn't have to be
afraid of experimenting with drugs

Weighted Score	Percentage					$\bar{X}$
	(1) SA	(2) A	(3) U	(4) D	(5) SD	
Study Group						
Pretest	0	47	14	29	10	3.00
Posttest	14	33	24	19	10	2.76
Comparison Group						
Pretest	0	28	10	48	14	3.48
Posttest	0	28	10	48	14	3.48

Table 3 shows that 48% of the study group agreed with the statement on the pretest, whereas only 14% agreed with it on the posttest. The apparent shift in responses made by the study group may have been influenced by the fact that the majority of students who related experiences with marijuana gave very positive reports of the drug's merits. Comparison group percentages show that 24% of the students agreed with the statement on the pretest compared to 43% on the posttest. The study group shows a mean difference of .572 on the pre- and posttests and the comparison groups, .191.

Table 3

Item 2: Using Marijuana ('Pot' or 'Grass') can cause
Unpleasant experiences

Weighted Score	Percentage					Mean X
	(5)	(4)	(3)	(2)	(1)	
	SA	A	U	D	SD	
Study Group						
Pretest	5	43	19	9	24	2.95
Posttest	5	9	29	33	24	2.38
Comparison Group						
Pretest	5	19	38	14	24	2.67
Posttest	5	38	10	33	14	2.86

PRESENTATION AND ANALYSIS OF DATA

The purpose of this section is to present the findings of a follow-up study. The findings are presented in a series of tables with discussion following. The tables are designed so that the year, the question, the number of responses, and the percentage distribution are shown in relation to the total response. The tables have been separated by years, and there are four year groupings on each question. The data presented are based upon the following year groupings.

1970 - 33 responses
1969 - 29 responses
1967-1968 - 28 responses
1960-1966 - 24 responses

This gives a balanced picture of the total response. The findings of the years 1969 and 1970 are especially relevant to the study, because many of the instructors and courses then were the same as in the present program.

Question No. 1

Position (e.g., counselor, teacher, etc.).
This question is shown on Table II.

Approximately 28% of the respondents from the graduating class of 1970 hold the position of counselor. In 1969, 52% of those responding secured the position of counselor. In 1970, 28% were working as teachers, while in 1969, only 7% were employed as teachers. The number of persons working on advanced degrees is exactly the same, although the percentage is different. Some of the positions under miscellaneous were housewife, tennis pro, greenskeeper, and army officer.

In 1967-1968, 25% of the respondents were employed as counselors. Eighteen percent were working as teachers, and 11% were graduate students.

In 1960-1966, 54% of the respondents were working as counselors. Thirteen percent were employed in teaching positions, and 8% as school psychologists.

In 1969, there were fifteen people who secured the position of counselor; nine of those graduating in 1970 secured the same position. The assumptions are that this might be an indication of the number of jobs open in the field, or perhaps it shows a difference in job preference.

Question No. 2

Please check the professional organizations of which you are presently a member (e.g., NEA, APGA, etc.)

This question is shown on Table III. The percentages shown on this question are somewhat misleading, the reason being that most of the respondents were members of two or more organizations and sometimes seven or eight.

Approximately 33% of the respondents in 1970 are members of the National Education Association. Many of the respondents from all of the years are members of the National Education Association. Approximately the same percentage belong to the local education association as to the national organization.

More persons in 1969 belonged to several organizations than in 1967-68 or 1970. The graduates of 1960-66 also were in a variety of different organizations as compared to 1967-68 or 1970. The percentage of persons belonging to the American Personnel and Guidance Association and the American School Counselor Association was smaller in 1967-68 and 1970 than 1960-66 and 1969.

Question No. 3

How many semester hours of college or university work have you completed since the master's degree was granted?

Table IV gives the hours divided into groups of 0 (no hours), 1 hour to 15 hours, 16 to 30 hours, 31 to 45 hours, and 45 hours and above.

Approximately 61 percent of the graduates in 1970 have taken no additional credit hours since completing the Master's degree. This percentage gradually decreases in the preceding years. A larger percentage of persons have completed 1 to 15 hours in 1969 than any other year.

TABLE II
Present positions held by the respondents shown
by year with the number and percentage

Position	1970		1969		1967-68		1960-66	
	No.	%	No.	%	No.	%	No.	%
Counselor	9	28	15	52	7	25	13	54
Teacher	9	28	2	7	5	18	3	13
Graduate Student	3	9	3	10	3	11		
School Psychologist	2	6	2	7	3	11	2	8
Dean of Men	1	3						
Minister	1	3						
Assistant Director of Financial Aides	1	3						
Educational Therapist	1	3						
Director of Student Activities	1	3						
Dean of Women			1	3				
Superintendent of Schools			1	3				
Principal			1	3				
Teacher and Counselor					1	4		
Director of Child Development Center					1	4		
Assistant Dean of Students					1	4		
Registrar and Counselor								
Dean of Students							1	4
Vice Principal							4	4
Miscellaneous	5	14	4	15	6	19	4	17

TABLE III

The organizations the respondents are members of
shown by year with the number and percentage

Organization	1970		1969		1967-68		1960-66	
	No.	%	No.	%	No.	%	No.	%
National Education Association	11	33	14	48	16	57	13	54
Local Education Association	10	30	13	45	16	57	14	58
American Personnel and Guidance Association	5	15	17	59	5	18	10	42
American School Counselor Association	1	3	7	24	2	7	7	25
American College Personnel Association	3	9	10	34	2	7	3	12
Association for Counselor Education and Supervision			1	3	1	4		
State Guidance Association	5	15	18	62	9	32	9	37
Local or County Guidance Association			9	31	8	29	7	25
National Vocational Guidance Association			5	17	2	7	5	21
Others	9	27	17	59	9	32	16	66
Total	44		111		70		84	
Total Responding	33		29		28		24	

TABLE IV

Number of hours completed by the graduates since completion of the
master's degree presented by years in numbers and percentages

Hours	1970		1969		1967-68		1960-66	
	No.	%	No.	%	No.	%	No.	%
0	20	61	6	21	4	14	2	8
1 - 15	11	33	19	65	11	39	9	38
16 - 30	1	3			5	19	5	21
31 - 45	1	3			4	14	2	8
45 and above			4	14	4	14	6	25

MODULE 19.6

TOPIC

Construct a report of study.

LEARNING OBJECTIVE

The trainee will write a report of the followup study conducted in Modules 19.1 through 19.5

RATIONALE

The purpose of this module is to summarize in detail exactly what has taken place in the study. Gathering information and obtaining results would be meaningless if the material were not evaluated and organized into some kind of logical report. Form in report writing is of importance in that it makes both reporting and reading easier and allows for consistency of style.

PREASSESSMENT

The trainee will write a report of the followup study conducted in Modules 19.1 through 19.5

Criteria for Evaluation. The trainee will obtain an average score of 2 or above on a scale of 1 to 3 on each of the following as evaluated by your supervisor. (See Criteria for Evaluation of Report of Study following Postassessment.)

- a. Does the title describe accurately what has taken place in the study?
- b. Does the report include a Table of Contents as well as a list of tables and figures?
- c. Does the introduction include information on the magnitude of the study and a description of the purpose?
- d. Are the procedures used in the study discussed (i.e., sampling technique, definitions)?
- e. Are charts and graphs included?
- f. Are the charts and graphs clearly labeled and easily understood?
- g. Are all charts, tables, etc., explained?
- h. Are the major findings in the results reported and discussed?

- i. Does the report include all essential components as evaluated in Modules 19.1 through 19.5 (i.e., pertinent findings from the review of literature, data gathering techniques, etc.)?
- j. Is the discussion limited only to the results obtained?
- k. Does the discussion follow logically from the body of the paper?
- l. If error was introduced into the study, was this discussed?
- m. Are the conclusions supported by evidence?
- n. Is a summary included?
- o. Is the summary comprehensive, yet brief?
- p. Is the style of writing appropriate? (Neither too verbose nor too short to be clear.)
- q. Is the writing clearly and easily understood?
- r. Are the references cited in accordance with proper form?
- s. Is the report without error (typing, spelling, form)?

LEARNING ACTIVITIES

Learning Activity One

Read any three of the following references:

Borg, Walter R. and Meredith D. Gall. Educational Research: An Introduction. 2d. ed., New York: David McKay Co., Inc., 1971, pp. 446-457.

Campbell, William G. Form and Style in Thesis Writing. 3d. ed., Boston: Houghton Mifflin Co., 1969.

Fox, David J. The Research Process in Education. New York: Holt, Rinehart and Winston, Inc., 1969, pp. 709-749.

Turabian, Kate L. Student's Guide for Writing College Papers. Chicago: The University of Chicago Press, 1963.

Note: The above references can be found in any college or commercial bookstore or obtained through inter-library loan if not available in your library.

Learning Activity Two

Write a report of the followup study conducted in Modules 19.1 through 19.5.

OPTIONAL LEARNING ACTIVITIES

Obtain copies of study reports or journal articles and evaluate according to the criteria listed in the Preassessment.

POSTASSESSMENT

Complete the Preassessment.

CRITERIA FOR EVALUATION OF
REPORT OF STUDY

	3 <u>Very Good</u>	2 <u>Average</u>	1 <u>Poor</u>
a. Does the title describe accurately what has taken place in the study?	_____	_____	_____
b. Does the report include a Table of Contents as well as a list of tables and figures?	_____	_____	_____
c. Does the introduction include information on the magnitude of the study and a description of the purposes?	_____	_____	_____
d. Are the procedures used in the study discussed (i.e., sampling technique, definitions)?	_____	_____	_____
e. Are charts and graphs included?	_____	_____	_____
f. Are the charts and graphs clearly labeled and easily understood?	_____	_____	_____
g. Are all charts, tables, etc., explained?	_____	_____	_____
h. Are the major findings in the results reported and discussed?	_____	_____	_____
i. Does the report include all essential components as evaluated in Modules 19.1 through 19.5 (i.e., pertinent findings from the review of literature, data gathering techniques, etc.)?	_____	_____	_____
j. Is the discussion limited only to the results obtained?	_____	_____	_____

- | | | | | |
|----|--|-------|-------|-------|
| k. | Does the discussion follow logically from the body of the paper? | _____ | _____ | _____ |
| l. | If error was introduced into the study, was this discussed? | _____ | _____ | _____ |
| m. | Are the conclusions supported by evidence? | _____ | _____ | _____ |
| n. | Is a summary included? | _____ | _____ | _____ |
| o. | Is the summary comprehensive, yet brief? | _____ | _____ | _____ |
| p. | Is the style of writing appropriate? (Neither too verbose nor too short to be clear) | _____ | _____ | _____ |
| q. | Is the writing clearly and easily understood? | _____ | _____ | _____ |
| r. | Are the references cited in accordance with proper form? | _____ | _____ | _____ |
| s. | Is the report without error (typing, spelling, form)? | _____ | _____ | _____ |

APPENDED MATERIALS

AN INVESTIGATION OF THE EFFECT OF A DRUG EDUCATION
PROGRAM ON THE ATTITUDES OF STUDENTS
TOWARD DRUG ABUSE

by

LaRee Brower

A thesis submitted in partial fulfillment of the
requirements for the degree of

MASTER IN
EDUCATION
IDAHO STATE UNIVERSITY

1971

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New York. State Department of Education. Selected Drug Education Curricula: Sociological Health Problems. Washington: Government Printing Office, 1967. (A National Clearinghouse for Drug Abuse Information publication.)

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A FOLLOW-UP STUDY OF THE GRADUATES
IN COUNSELOR EDUCATION AND SPECIAL
EDUCATION FOR THE YEARS 1960-1970

by

Shannon P. Moffitt

A thesis submitted in partial fulfillment of
the requirements for the degree of

MASTER OF EDUCATION IN
GUIDANCE AND COUNSELING

IDAHO STATE UNIVERSITY

1971

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